

REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF FRANKLIN,
FOR THE YEAR 1877.



BOSTON:
PRESS OF ROCKWELL & CHURCHILL,
39 ARCH STREET.
1878.

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R E P O R T .

The School Committee, in presenting their report, propose to give a brief statement, touching upon the provisions made for the public schools during the first century of the town's corporate existence. It is no part of our purpose to give a detailed history of the school system, but to present such points on the subject as are matter of record; and this simply to show how our ancestors viewed the matter, and what they were willing to do, by way of establishing and supporting schools, for the education of their children and youth.

Before the incorporation of the town, A.D. 1778, the territory was known as the West Precinct of Wrentham, and several schools were established and maintained at the public expense; and for convenience of the inhabitants, certain divisions of the same were made, and came to be known as districts, many years before school districts were recognized by the State. It appears, from the Wrentham records, that "in 1734 the selectmen employed Mr. Joseph Bacon to preach *four months* in the West part of the town, and also to keep school three months, for the sum of forty-two pounds." By the West part was meant what is now Franklin. The Precinct was set off in 1737, and for the forty-one years following frequent reference is found in the records to schools and their management and support.

The first grant of money for support of schools in the town of Franklin was made May 20, 1778; the sum granted was £200, and the following vote was passed:—

Voted that the money granted, to be appropriated for the support of Schools in this town the year ensuing, be and hereby is ordered to be expended in the following manner, viz: the several School Destricts in this town to have the same Bounds and Limmits as was usual Before this town was Incorporated, unless in the opinion of the Selectmen some alteration are

necessary, which is left to their discretion to make if they think proper; and that some time Before the Last day of June Next the Inhabitants of Each perticular Destrict shall give to the Selectmen the Number of Children Between the Age of four years and sixteen that live in each perticular destrict, and the Selectmen are hereby directed to Divide the School money by the Polls taking the whole number of Children in the town as above Described and ascertain to Each Destrict what Sum they have a Right to Expend, and the Inhabitants of Each Destrict shall have Liberty to hire School Masters, or Mistress, or both, they being such as shall be approved by the Selectmen to keep school in their Perticular District until their shair of the money is Expended. Provided the same be Accomplished Before the Last Day of June 1779. — and in case any District shall Neglect to Expend their part of the money by the time Perfixt without a sufficient Excuse to the Satisfaction of the Selectmen, the Remainder not Expended as aforesaid shall Remain in the Treasury for the use of a school as the town shall afterward order.

One year later, May 19, 1779, the sum of £400 was granted for support of schools, with similar vote as to mode of expending the same. In 1780 the grant was £800. These sums were in a currency known as the “old emission,” and of depreciated value. In 1781 the grant was £200, of new emission; but in 1782 the grant was reduced to £80.

We find, on the record, that, on the 7th of May, A.D. 1787, grants were made as follows: for town charges, £80; for support of schools, £80, and for salary of the minister, £80. The grants from year to year were about the same in amount until A.D. 1796, when the sum of \$320 was granted, which amount was gradually increased until A.D. 1802, when \$500 was granted. In 1814 \$600 was granted, and in 1823 it was raised to \$700. The grant for schools in 1839 was \$1,000; in 1855, \$1,600, and in 1862 the sum of \$1,750 was granted and apportioned to the several schools, in accordance with the recommendation of a special committee chosen for that purpose. In 1865 \$2,500 was granted, and in 1868 \$4,000 was the sum granted, and the town voted to establish a High School. In 1873 the grant was raised to \$6,000, which amount has been continued to the present time.

It appears by the records that for many years the management of the schools was left in the hands of the Selectmen. They divided the school money, established the boundaries of districts, until provisions were made by statute laws for this purpose;

and they also passed upon the *qualifications* of *teachers* employed in the schools, while the *visiting* of the *schools* and *catechising* the *scholars* was left to the *clergymen*, — and this latter duty was practised by the minister for some years after a School Committee had been chosen.

The first Board of School Committee in Franklin was elected in 1802, consisting of five persons, viz.: Dr. Nathaniel Miller, Pelatiah Fisher, Esq., Capt. Amos Hawes, Dea. Jonathan Metcalf, and Mr. Oliver Smith. The Board consisted of five members annually, until A.D. 1820, when it was increased to *nine*. The same number was chosen in 1821; but in 1822 the committee was reduced to *two*, and the following year, A.D. 1823, the Board consisted of *three*, and that has been the number usually elected up to the present time.

The first report of the School Committee which appears on record was presented at the annual meeting in March, 1810, of which committee Elihu Pond, Esq., was chairman.

In this report the committee use the following language: —

Your committee have found that all the teachers both originated and received their education in this town *principally*. They think, if occasionally there should be some able master employed in our schools from without, that it would be well calculated to excite an increasing ambition in our schools. . . .

Some districts, no doubt, under the impression of the good designs of school institutions, have punctually and constantly sent their children; whilst a few others are inconstant, unseasonable, and neglectful. They do not doubt the responsibility of every inhabitant to send all under their immediate care, whether bond or free. If any are of a different sentiment, they are referred to the laws of Massachusetts. . . .

The committee anticipate with pleasure a distinguished stand the town of Franklin may be placed in, in point of learning, and present their ardent desire to the town that we may not be wanting at all times, by suitable pecuniary aid, to replenish our school resources with every lawful means, and thereby answer a high responsibility we are under to our *country*, *ourselves*, and the *rising generation*.

In the report made at the April meeting, A.D. 1815 we find the following: —

We have endeavored to impress upon the minds of the scholars the great importance of their attending to the instructions of their teachers, of their

improving in learning and gaining useful knowledge while young, and the greater importance of their contracting regular habits in life and making a wise improvement of the learning they gain, and becoming useful members of society.

We extract the following paragraphs from the report of the School Committee presented at the annual meeting in May, A.D. 1818.

After speaking in favorable terms of the condition of the schools, the committee proceed to say : —

Your committee are deeply impressed with the great importance of procuring teachers who are able, faithful, and in every respect well qualified to instruct our respective schools. They are also deeply sensible of the duty of parents and masters to assist and support those teachers as much as possible, and furnish the children under their care with suitable books and other materials necessary to their improvement; likewise of the *indispensable necessity of scholars attending punctually and constantly*. How criminally deficient must those parents and heads of families be who neglect to send the children under their care to those nurseries of usefulness, or, if they send them, do not furnish them with suitable materials; how inexcusable must those be who are averse to their children being under good and wholesome regulations at home, by the way, or at school.

From the report presented A.D. 1829 we quote the following : —

While science and literature are so generally diffused through all ranks and classes in civilized society, and arts and improvements so rapidly progressing throughout this enlightened and happy country, we do regret that a deeper interest in the subject of education is not manifest in this place.

When we reflect that our youth are the hope of our country, and that soon the cares and concerns of active life will devolve upon them, and they in a great measure, must direct the future destiny of the nation, we must be convinced that it is of the utmost importance that they should form early habits of piety, virtue, and morality. Your committee are deeply impressed with a sense of the importance of our primary schools, and they fondly hope the town will continue to foster those nurseries of learning, and that each district, and every individual will use their utmost exertions to supply all deficiencies, and remedy every evil which now exists, and to cultivate peace, order, and good regulations, in all our schools, in which the moral character of our youth are in a great measure formed, and on which the future happiness of the rising generation and the prosperity of the town and of our country depend.

In the report made A.D. 1835 the committee, after expressing the feeling that the length of the school-terms had been much too short for the profit of the pupils, proceed as follows : —

We cannot but congratulate our fellow-citizens in view of the prospect that our schools hereafter will be longer than they have been heretofore. And as the proposed distribution of the school fund by the State is to be based on the principle that one-half shall be appropriated to the several towns and districts in proportion to the money raised respectively by said towns and districts, we cannot but beg leave respectfully to record in this report our earnest desire that the sum annually raised in this town for the support of public schools will be increased rather than diminished. Thus shall we be able to continue our schools for a longer period. When, gentlemen, we remember that the fathers and mothers are fast passing off the stage of life, and that the sons and daughters are soon to possess the property, and to be entrusted with the civil, moral, literary, and religious privileges of the town, we may be permitted to say that liberal, ample, and enlightened provisions for the intellectual and moral education of our youth is an object of untold importance to parents and future generations.

From the report submitted March, A.D. 1840, we extract the following on school studies : —

We have noticed with deep regret a prominent and universal fault in our schools in respect to their studies, viz., the displacing or slightly attending to the fundamental or common branches of learning for higher ones. The ambitious youth seem to be captivated by the bewitching phantoms which their imaginations have conjured up around the words *Philosophy, Rhetoric, Chemistry, Logic, Algebra, etc.*, — but reading, writing, spelling, and arithmetic have no charms for them. They wish to pursue the former, though they neglect the latter. . . . But it is to be hoped that common sense will soon correct this absurd notion.

Here let us not be misunderstood. We would not discountenance, but encourage the highest and utmost attainment in the rising generation, which their time and opportunities will allow and their prospective condition requires. But let them begin at the foundation.

From the extracts we have given, it will be seen that our predecessors found similar obstacles to contend with, in the school work, that exist in a greater or less degree in the schools of the present time.

The children of one generation are not very unlike those of pre-

ceding ones, and the foibles of the present may, and probably will, be repeated in the future.

We will now consider briefly the present conditions of the public schools.

Having presented something of the historical to show the spirit of our fathers in the common-school cause, we shall dwell as briefly as possible or consistent with duty on details of school work for the school year 1877-78. We are happy in being able to report that we have been quite successful in securing and retaining the services of a faithful and competent corps of teachers for the past year, with one or two exceptions, and these exceptional cases were so soon displaced by competent teachers that we do not deem it necessary to particularize.

The greater part of the teachers for the past year are reëngaged for the coming term, while some have left us of their own volition,—one for a richer field and broader opportunities; another to be a ministering spirit around the couch of sickness; and yet another for that school of life ordained of God for mutual joy and sorrow.

Perhaps it is well to speak, in this connection, of the changes wrought in the High School through one of these resignations and other causes combined. For three or four years we have felt the justness of the expressed wish of many patrons of the school, that we introduce a partial or business course in connection with the regular course prescribed by us; but this would necessarily so multiply classes that no one teacher could instruct all. At length Dean Academy closed its doors to young men fitting for college, and at the same time we found ourselves without a High School teacher. We felt it a duty we owed to you to look at this subject in all its different phases.

Should we, in introducing a new teacher and new scholars in part, so broaden our limits that all classes, who had so improved their opportunities in the lower schools as to entitle them to enter the High School, might find its doors opened, inviting them to just that repast which their opportunities or necessities required, whether it were a business or partial course, the prescribed course, or a college-fitting course? To do this would entail an extra expense of four hundred dollars per year. We believed then, and

still feel, that a town High School should meet the wants of the town. To meet these wants we engaged a master qualified to lead our young men to the gates of the college, or in any given direction, so far as their time and privileges would permit. That he might successfully carry the new plan into practical working order and render efficient service to all, it was necessary that we furnish him an assistant. The assistant was furnished; and now, gentlemen, you have a High School possessing every facility of the best in the State (apparatus excepted). These are some among the many reasons we have to offer for turning a part of your generous appropriation in a new channel, and yet not new, but a rendering of the old more worthy of you and yours.

The matter of extra expense quite naturally calls our attention to your yearly appropriations for schools, which have been all that we ever desired or asked, and even more than we have expended the past year. We would ask to what end and for whom was this money appropriated? Surely not for the benefit of the School Committee nor any town officer, but for the scholars, collectively and individually. You morally and legally bind each and every one of them to accept the benefits of that appropriation. But how do many of them accept these grand provisions for their educational interests? How much interest do their parents or guardians manifest in seeing them appropriate this town munificence to personal benefit? Let the records of the past school year answer. The whole number attending school was 720. The average attendance 481 $\frac{2}{3}$. *Shameful record!*

Was it for such a result that you lavished your treasure? Did you offer the boon that they might scorn *it* and *you*, and set at defiance the wise provisions of the State for their culture? Is there anything creditable or profitable to us as a town in allowing such laxness in one of the plainest duties of life? Do we not owe it to the State, ay, to our country at large, to see the school facilities better improved? Did truancy and absenteeism only injure the truant and the absentee, it might be more endurable. But it throws its blight over all the school where it is tolerated. Yes, more, it generates habits for evil that are life lasting. Still, there are good, humane people who only view this matter from one standpoint,—ready to apologize, if not for actual truancy, for

absenteeism. Ay, more than this, they are ready to condemn the School Committee, without stint or measure, if they compel a scholar to attend school against his or his parents' wish or wants. "It is inhuman" if we will not let them out of school for three or four weeks to pick cranberries and harvest the fall crops. Let us see where the fault lies. We think it is nearly one year from one autumn to another. If, in all that time, the scholar has attended school ten consecutive weeks for two terms each, the committee man will rejoice in his laudable endeavors to obtain a supply of both mental and physical riches, and, without let or hindrance, will see him pass on to any honorable avocation. But, until our school registers and records wear a brighter appearance than they have borne for the last year, we trust the committee will mark the tracks of all truants, and watch the ways of all absentees, and deal with them in the spirit of justice and right.

In concluding this unpleasant topic, we ask all parents to co-operate with the committee and teachers in securing that regular and punctual attendance upon all the services of the school-room, so that every scholar may receive his full complement of all that is appropriated for him.

We wish to refer to one other topic of complaint that has been presented to us during the past year, — "The teachers are not practical enough in their instruction." We do not claim for ourselves or our teachers perfection; but this we do know, that some of us have been young and are now somewhat advanced in years; that we had the pleasure and profit of attending the practical schools "of that good old time," and we sincerely believe, could the average scholar of forty years ago, sixteen years of age, drop in and listen to the practical explanations of an average class of twelve years old, he would be more amazed at what he did not know than joyous over his knowledge. Still, there is room for improvement, and we trust our teachers will ever bear in mind that whatever is worth teaching at all is worthy of being well taught; that it is not the quick and rapid heart-beat that denotes health and strength, but rather the regular, continued pulsation that we all enjoy. So in teaching, we trust there will be no haste, but a familiarizing the scholar with all the different bearings of the subject, so that, should he meet a like problem in the practical duties

of life, he could greet it as an old friend whose ways he well understood. But, to teach well, and secure the best results, a teacher should not be overburdened with scholars.

And this leads us to a consideration of school-houses and our needs in this department. We feel that the great increase in scholars in what are called the village schools demands more school room, and another school, especially of the grade known as the Intermediate. The question then arises, where, in our judgment, should such school be located, in order best to convene the scholars and at the same time be most economical in town expense.

When we look at our school registers for light in this matter, they point with emphasis to the most central location, — to the spot of all available places where the greater number would be best accommodated, — and town economy points with an unerring finger to the same location. We think we have looked at this matter from every standpoint of view, and now recommend to your consideration an addition to the school-house known as Primary No. 3. We make this recommendation for three important reasons: First, because we must have more accommodations in order properly to meet the school needs of your children. The want is urgent. The second reason is because we know that it will be more convenient to the great majority of pupils attending such school than it would, carried north to the High School, or south to Cottage or any contiguous street. The proof of our statement will be seen in comparing the two registers of Nos. 2 and 3 Primary; and let it be borne in mind that No. 2, with its sixty-two different scholars, embraces all the families south of the railroad, except two near the southern terminus of Cottage street; that No. 3, with its eighty-seven different scholars, is bounded south by the railroad, with the two exceptions named, and by Emmons street on the north. One half of the scholars that now attend Primary No. 2 would find it more convenient to attend Primary No. 3, did room and circumstances permit. We think it would be folly to locate another school south of the railroad, because we have a good house there now, that can accommodate more than are willing to accept the situation. The third reason is that of economy. The town owns the lands in connection with Primary No. 3, which is no small item of expense in school-house building

in the village. In the second place, we believe that upon substantially the plan laid before you at the late special town meeting by Mr. Daniels, Secretary of the School Board, you can save at least one thousand dollars to the town, and still have a school-house of at least respectable architectural taste.

HIGH SCHOOL.

The first term was taught by Miss Mary A. Bryant, wages, \$110 per month; length of school, $3\frac{1}{4}$ months; whole number of pupils, 24; average attendance, 21.

The second and third terms were taught by Lucien I. Blake, A.B., principal, and Miss Emma G. Weeden, assistant. Salary of principal, \$100 per month; assistant, \$40 per month. Length of second term, $3\frac{1}{4}$ months; whole number of scholars, 32; average attendance, 30. Third term, $3\frac{1}{2}$ months; whole number of scholars, 30; average attendance, 28; amount paid teachers for year, \$1,302.50; cost of fuel, \$44.02; care of school-room, \$17.63; average cost per scholar, \$47.04. Total cost of school, \$1,364.15.

GRAMMAR SCHOOL.

This school was taught by Millard H. Nason, for the year; wages, \$40 per month; three terms, of twelve weeks each. Whole number of scholars first term, 36; average attendance, 31. Second term, whole number, 40; average attendance, 34. Third term, whole number, 37; average attendance, 34. Amount paid teacher, \$360; cost of fuel, \$44.02; care of school-room, \$17.63; average cost per scholar, \$11.21+. Total cost of school, \$421.65.

SUB-GRAMMAR SCHOOL.

Teacher for the year, Miss Ella G. Daniels; wages, \$40 per month. Length of first term, 3 months; whole number of scholars, 36; average attendance, 32+. Second term, 3 months; number of scholars, 48; average attendance, $43\frac{8}{10}$. Third term, $2\frac{1}{2}$ months; whole number of scholars, 49; average attendance, 45; amount paid teacher, \$340; cost of fuel, \$44.02; care of school-room, \$17.62; average cost per scholar, \$9.34. Total cost of school, \$401.64.

INTERMEDIATE SCHOOL.

Teacher for the year, Miss Clara L. Warren; wages, \$40 per month; three terms, of three months each. Whole number of scholars first term, 52; average attendance, $48\frac{3}{4}$. Second term, number of scholars, 59; average attendance, $51\frac{2}{3}$. Third term, whole number of scholars, 63; average attendance, 54. Amount paid teacher, \$360; cost of fuel, \$44.02; care of school-room, \$17.62; average cost per scholar, \$7.27. Total cost of school, \$421.64.

PRIMARY. No. 1.

Teacher for first term, Mrs. J. C. Blaisdell; length of term, 3 months; wages of teacher, \$36 per month; whole number of scholars, 67; average attendance, 49. The second and third terms, three months each, were taught by Miss Abbie Squire; wages, \$36. Whole number of scholars second term, 51; average attendance, $46\frac{2}{10}$. Third term, number of scholars, 45; average attendance, $37\frac{1}{2}$. Amount paid teachers, \$324; cost of fuel, \$29.50; care of school-room, \$15.60; average cost per scholar, \$6.83. Total cost of school, \$369.10.

PRIMARY. No. 2.

This school was taught by Miss Agnes S. Jones; wages of teacher, \$36 per month; three terms, of twelve weeks each. Number of scholars first term, 51; average attendance, $43\frac{3}{4}$. Second term, number of scholars, 50; average attendance, $42\frac{8}{10}$. Third term, whole number of scholars, 50; average attendance, $40\frac{9}{10}$. Amount paid teacher, \$324; cost of fuel, \$29.50; care of school-room, \$14.40; average cost per scholar, \$7.36. Total cost of school, \$367.90.

PRIMARY. No. 3.

Teacher for the year, Miss Anna L. Bean; three terms, of twelve weeks each. Wages of teacher, \$36 per month; number of scholars first term, 62; average attendance, $51\frac{9}{10}$. Second term, number of scholars, 55; average attendance, $48\frac{2}{10}$. Third term,

whole number, 56 ; average attendance, $49\frac{1}{2}$. Amount paid teacher, \$324 ; cost of fuel, \$38.80 ; care of school-room, \$18.30 ; average cost per scholar, \$6.57. Total cost of school, \$381.10.

KING-STREET SCHOOL.

The first term was taught by Miss Fannie M. Phipps ; length of term, $2\frac{3}{4}$ months. Wages of teacher, \$28 ; whole number of scholars, 21 ; average attendance, $13\frac{6}{10}$. The second and third terms were taught by Miss Nina F. Jenks ; length of second term, 3 months ; whole number of scholars, 18 ; average attendance, $15\frac{1}{2}$. Third term, $2\frac{3}{4}$ months ; number of scholars, 18 ; average attendance, $13\frac{3}{10}$. Amount paid teacher, \$238 ; cost of fuel, \$22.70 ; care of school-room, \$9.05 ; average cost per scholar, \$14.19. Total cost of school, \$269.75.

CITY MILLS. No. 4.

The first term, Miss Emma F. Rounds, teacher ; length of term, 3 months ; wages of teacher, \$28 ; number of scholars, 23 ; average attendance, 17. Teacher for second term, Miss Carrie E. Howard ; wages, \$28 per month ; length of term, $2\frac{5}{8}$ months ; whole number of scholars, 33 ; average attendance, $24\frac{4}{10}$. The third term was taught by Miss Eva S. Morse ; wages, \$32 per month ; length of term, $3\frac{1}{10}$ months ; number of scholars, 29 ; average attendance, $22\frac{1}{2}$. Amount paid teachers, \$256.70 ; cost of fuel, \$29 ; care of school-room, \$10.35 ; average cost per scholar, \$10.57. Total cost of school, \$296.05.

LATIC SCHOOL. No. 6.

The first and second terms were taught by Mrs. Hattie M. Pierce ; wages, \$36 per month. First term of three months, number of scholars, 49 ; average attendance, $39\frac{9}{10}$. Second term, $2\frac{3}{4}$ months ; number of scholars, 56 ; average attendance, $45\frac{1}{2}$. The third term was taught by Miss Nellie M. McElroy ; wages of teacher, \$40 ; length of term, 3 months ; number of scholars, 48 ; average attendance, $35\frac{6}{10}$. Amount paid to teachers, \$327 ; cost of fuel, \$26.25 ; care of school-room, \$13 ; average cost per scholar, \$7.18. Total cost of school, \$366.25.

NORTH-WEST SCHOOL. No. 7.

Teacher for the year, Miss Mary J. Burr; wages of teacher, \$36 per month. First term, $2\frac{3}{4}$ months; number of scholars, 47; average attendance, 38. Second term, 3 months; number of scholars, 41; average attendance, $36\frac{5}{10}$. Third term, 3 months; number of scholars, 40; average attendance, $37\frac{1}{2}$. Amount paid teacher, \$315; cost of fuel, \$50; care of school-room, \$12.92; average cost per scholar, \$8.78. Total cost of school, \$377.92.

UNIONVILLE. No. 8.

The first term was taught by Miss Jennie M. King, principal, and Miss Florence A. Wyman, assistant; wages of principal, \$36; assistant, \$28 per month; length of term, 3 months; number of scholars, 52; average attendance, 45. The second term, taught by Miss Clara I. Metcalf; length of term, $2\frac{1}{2}$ months; wages of teacher, \$40; number of scholars, 49; average attendance, 38. Third term of three months, Mrs. H. M. Peirce, teacher; wages, \$40 per month. Whole number of scholars, 52; average attendance, $37\frac{7}{10}$; amount paid to teachers, \$412; cost of fuel, \$51; care of school-room, \$14.80; average cost per scholar, \$9.37. Total cost of school, \$477.80.

SCHOOL No. 9.

The first term was taught by Miss Abbie Squire; wages of teacher, \$36; length of term, 3 months; number of scholars, 33; average attendance, $26\frac{1}{2}$. For second and third terms, of three months each, Miss Lizzie C. Williamson, teacher; number of scholars, second term, 34; average attendance, 30. Third term, number of scholars, 38; average attendance, 32. Amount paid teachers, \$324; cost of fuel, \$27.20; care of school-room, \$9.60; average cost per scholar, \$10.31. Total cost of school, \$360.80.

SCHOOL No. 10. MOUNT.

Miss Mary E. Clark, teacher for the year; wages of teacher, \$28 per month; three terms, of $2\frac{3}{4}$ months each. Whole number

of scholars first term, 15; average attendance, 13. Second term, number of scholars, 13; average attendance, $11\frac{8}{10}$. Third term, whole number of scholars, 15; average attendance, $12\frac{6}{10}$. Amount paid teacher, \$231; cost of fuel, \$29.25; care of school-room, \$9; average cost per scholar, \$18.83. Total cost of school, \$269.25.

Total paid for schools	\$6,145 00
Town grant for schools	\$6,000 00
Three-fourths of income school-fund	161 22
Received from town of Norfolk	75 00
	<hr/>
	\$6,236 22
Balance unexpended	<hr/>
	\$91 22

MISCELLANEOUS SCHOOL EXPENSES.

1877.

Paid to D. S. T. Hardy, cleaning clocks	\$1 25
Mrs. C. W. Howard, for grading grounds of City Mills School-house	1 80
Estes & Lauriat, 1 Webster's Dictionary	8 50
S. C. Rounds, for grading around High School building	50 65
John A. Davis, painting walls in four school-rooms, High School house	20 00
William Rockwood, two brooms for School No. 8	87
Gilmore Miller, grading around school-house No. 10	5 50
Nathan Burr, cleaning out-building at High School house	1 00
Charles L. Stewart, 400 programmes for High School exercises	4 50
Eliab M. Pond, repairs of school-house fence, at Nos. 6 and 7	2 75
James O. Riley, for grading at brick school-house	7 50
S. S. Ray, for ribbon for diplomas	1 00

Paid Mrs. Rachel Nickerson, for cleaning four school-rooms, ante-rooms and halls	\$25 00
J. C. Nickerson, for cleaning brick school-room	3 00
B. Maguire, 16½ days' labor, whitening walls, High School building	53 50
John A. Davis, for painting school-house No. 8	60 00
“ “ 29 rods fence	58 00
“ “ setting glass at High School	1 00
J. L. Hammett, for apparatus and fixtures in High School	7 05
for stationery, etc.	7 23
Chas. L. Stewart, printing 1,000 blanks school reports	6 00
Asa W. Adams, for grading round Unionville school-house	2 70
Noyes, Snow & Co., for stationery	76
John Farrell, labor on High School yard	1 50
J. T. Hutchinson, setting glass	1 08
S. C. Taft, for labor, shingling City Mills school-house	16 38
E. L. & O. F. Metcalf, 6 M. shingles	19 50
Mrs. C. W. Howard, cleaning school-house	2 70
W. M. Comey, repairing clock, stove-pipe, etc.	2 25
George Robinson, for painting King-street school-house	60 00
T. J. Daniels, grading at school-house No. 6	6 00
For Daniels' Hall, 4 days, for session of "Teachers Institute"	17 00
O. A. Stanley, for repairs at the High School house	10 58
C. B. Craig, for stationery	2 38
E. L. & O. F. Metcalf, for glass and sash for school-house No. 7	1 75
A. G. Whitcomb, for eight school desk chairs for school-rooms	25 20
Whiting & Neil, repair and cleaning clocks	4 50
E. M. Pond, repairs at school-house No. 7	1 50
Frank Cleveland, new seating chair	75

Paid T. G. Thain & Co., for school-books . . .	\$17 58
“ “ “ “ “ . . .	27 63
F. A. B. King, 2 screens for school-room . . .	1 50
Wm. A. Gurney, setting glass at No. 6 . . .	57
Wm. Rockwood, 1 broom, School No. 9 . . .	33
D. C. Cotton, 1 new coal stove . . .	40 00
D. C. Cotton, sundry repairs and supplies . . .	22 80
A. C. Dana, for chemicals, etc., for High School room . . .	2 26
Joseph Harroll, repairs at High School . . .	3 50
James Hood, for iron-work and repairs . . .	1 75
Total miscellaneous payments . . .	<u>\$620 55</u>

Respectfully submitted,

S. W. SQUIRE,
WM. F. RAY,
WALDO DANIELS,

School Committee.

FRANKLIN, March 30, 1878.

